

Developing a Policy to Meet the Needs of Gifted & Talented Students

A School Policy Checklist

Rationale: Why?

Have you considered your school charter... **NEGs, NAGs, NZCF?**

Have you addressed...

- Equity and excellence?
- Individual strengths and interests?
- Differentiated learning opportunities?

Does your rationale reflect the general philosophy of your school culture, weaving opportunities for gifted children into the "total fabric" of the school?

Purposes: What?

Have you considered...

- Defining and identifying gifted children?
- Programmes for gifted children?
- Professional involvement which encompasses...
 - All staff with responsibilities and provision of professional development?
 - Provision of resources?
 - Management/coordination, including organisational strategies and evaluation?

Guidelines: How?

Have you considered principles and pragmatics?

Have you established guidelines for...

- Definition?
- Identification?
- Programmes?
- Organisational strategies?
- Professional involvement?
- Communication?
- Resources?
- Evaluation?

Have you sought input from teachers, parents, the wider community, and students when appropriate?

Does your definition...

- Reflect multicategorical, contemporary concepts of giftedness?
- Demonstrate awareness of cultural, gender, ethnic, ability considerations?
- Take underachievers into account?
- Include performance as well as potential?
- Mirror your school culture?
- State the necessity for a differentiated education?

Are your identification procedures...

- Begun early and ongoing?
- Systematic?
- Multimethod, with clear statements of who's involved and what tools are used?
- Inclusive rather than exclusive?
- Grounded in a responsive environment approach?

Do your programmes...

- Integrate enrichment and acceleration?
- Stem from a learner-base, building on individual strengths and interests?
- Promote differentiation of content, process, product, and learning environment?

Do your organisational strategies...

- Provide a continuum of delivery approaches?
- Use a team approach for coordination/ management?
- Utilise curriculum models and programmes designed for teaching gifted children?
- Consider scheduling/timetabling, physical space, record-keeping?

Does your professional involvement...

- Include all staff?
- Clearly state responsibilities of staff in regard to identification, programme planning and implementation, programme evaluation, etc?
- Provide professional development opportunities for all staff?
- Utilise and develop the strengths and interests of individual staff?

Is there open communication with stated mechanisms in place...

- Between home and school?
- Amongst staff, administration, BoT, and coordinating team?
- With the wider community?

Are resources in place which are...

- Financial?
- Human?
- Physical?
- Physical?
- Suitable for teachers, as well as children?

Does the evaluation account for...

- Student progress?
- Identification and programme practices?
- The policy itself?
- Who will be involved and how, using what means?
- Teacher needs and support?